

Recruitment & Retention Template

Nursing and Allied Health Expansion Project Grant

BELLEVUE COLLEGE

2011

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Recruitment & Retention Template

Nursing and Allied Health Expansion Project Grant

Introduction

In 2008, Bellevue College began a three-year Community-Based Jobs Training grant titled “Nursing Expansion and Allied Health Project.” The goals of this \$1.8 million grant, awarded by the Department of Labor, were three-fold: expand Bellevue College’s nursing program; develop and implement new imaging science programs; and expand and strengthen the pipeline of participants entering the allied healthcare workforce.

To support these grant goals, Bellevue College developed a strategic approach to student recruitment and retention, including funding a full-time position dedicated to these efforts. The creation and execution of the strategies outlined in this document help to ensure that our community of potential learners is aware of new and existing allied health programs and career options, and that students enrolled in existing programs have the resources available to ensure success.

Summary

This template describes the recruitment and retention efforts that Bellevue College has undertaken during the grant funded period as strategic priorities. The purpose of this document is to provide other schools and agencies with examples of initiatives that can improve recruitment and retention. It will address the rationale behind efforts, describe specific efforts, and offer lessons learned. Additionally, it will highlight opportunities to incorporate Web 2.0 outreach tactics into recruitment and recruitment efforts to increase visibility and relevance to programs.

Goals of Recruitment Efforts

- Create and develop outreach materials and events aimed at encouraging interest in Bellevue College's allied health programs.
- Leverage community involvement and partnerships with other schools and agencies to widen the pipeline of access to careers in healthcare.
- Promote programs and educational pathways leading to in-demand health careers.

Goals of Retention Efforts

- Plan and implement student support initiatives for Bellevue College's allied health programs.
- Provide campus and community resources to current students in an effort to encourage academic success and program completion leading to career advancement.

Anticipated Outcomes

- Through recruitment and retention efforts, Bellevue College will engage, enroll and retain prepared students in allied health programs who will earn a certificate or degree in 3 months – 2 years.
- Outreach strategies will encourage youth to pursue careers in healthcare, leading to an increased number of students entering the field.
- Student centered support services will improve retention in all programs, increasing student success and completion rates.

Incorporation of Web 2.0 Tactics

The term “Web 2.0” is commonly associated with web applications that promote online, interactive, systems and venues designed for live interaction and collaboration between users. Most frequently, it is developed with user generated content and serves as an informal virtual community. In the educational setting, Web 2.0 tactics can be particularly useful for sharing information among students and educators, as well as for institutions to communicate and share information with prospective students and the greater community.

(http://en.wikipedia.org/wiki/Web_2.0)

Bellevue College has chosen to use several Web 2.0 tactics described in this template, and the opportunities we have to engage our students and staff using an online interactive venue have proven to be effective. Every time a Web 2.0 tactic is listed in this document, you will see yellow “sticky-note” to catch your attention.

**Web 2.0
Tactic!**

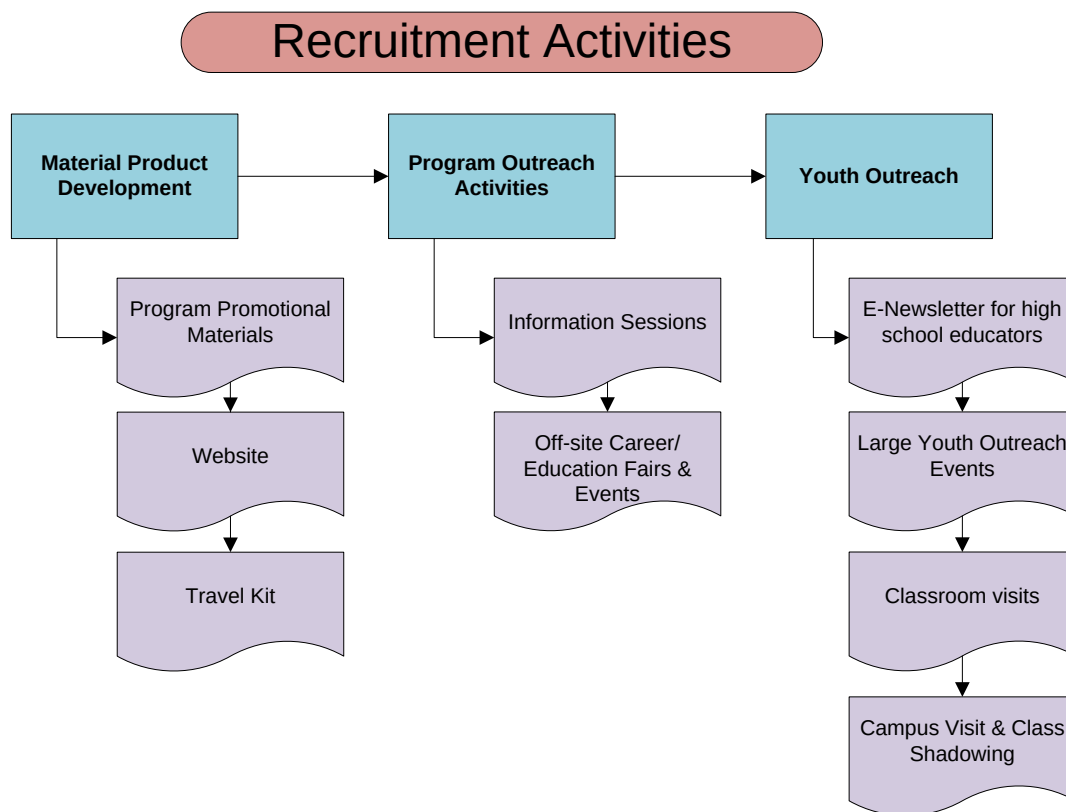
The image below is a typical Web 2.0 production where selected words entered into an image generating field and a program create a collage illustrating the chosen theme; in this case, Web 2.0 is the theme. You will find two other “Word Cloud” images in this document (created at <http://www.wordle.net>) reflecting the major themes of Bellevue College’s recruitment and retention efforts.



Section 1 – Recruitment Strategies for Success

This project’s recruitment goal calls for recruitment into Bellevue College’s grant-funded programs as well as for recruitment into allied healthcare career fields in general. We invest considerable effort reaching youth as they are starting the career exploration process and providing guidance to them as they pursue their future careers.

Recruitment Activities



Material Product Development

The development of appropriate promotional materials is often an unmet need for educational programs due to lack of time or funding. Early in the grant timeline, grant staff worked to ensure that all represented programs had supplies of accurate and relevant printed materials in the form of informational program brochures.

A large portion of potential students find program and career information online. Inaccurate, out-of-date, or incomplete web resources for current or prospective students is a disservice to the student as well as college staff as it increases misunderstandings and misinformation and often creates more work for staff and frustration for students. Therefore, alongside reviewing and updating all printed materials, grant staff work closely with program staff and campus web-services to ensure that all represented programs have accurate and relevant web-sites.

A comprehensive guide to allied health programs proved to be a most valuable handout. We observed that prospective students preferred comparing programs side by side.

In addition to updating individual program materials, we developed a comprehensive guide to all allied health programs as a reference tool for prospective students. This proved to be the most valuable tool in recruitment efforts. Prospective students appreciated seeing a brief description of various programs and comparing them side by side. This large-scale printed brochure includes a brief description of each program and the various certificates of degrees that can be earned at Bellevue College in each program.

Lastly, program staff gathered career/education resources and documents from other departments and partner agencies. Many agencies already have created useful career exploration tools and are glad to share. For example, Bellevue College found the Seattle-King County Workforce Development Council's "Career Map for Healthcare" to be helpful in communicating opportunities and advancement in the healthcare industry in our region. This item was printed and used at events and for distribution to youth and other prospective students. Bellevue College's Career Center also served as a great resource in gathering materials and online resources that are helpful in career exploration.

It was helpful to prepare a "travel kit" for easy transport to events and schools. Suggested kit contents are listed in the sidebar.

Program Outreach Activities

Information Sessions

To promote specific programs and to meet enrollment numbers, programs hold scheduled information sessions. These sessions are often structured as group advising sessions. Students are encouraged to attend an information session before seeking individual advising from program staff. These sessions host students at various stages in their career decision making process, therefore providing an opportunity for continued exploration.

Off-Site Career/Education Fairs and Events

Career and Education Fairs are a common venue for recruitment. In partnership with the Director of Recruitment, staff identified the Career and Education Fairs that would best meet this project's goals of "widening the pipeline" to allied healthcare career options. For recruitment specifically into healthcare programs, schools with health education programs, hospitals and other healthcare organizations were identified as strategic targets.

Outreach

E-Newsletter for High School Educators

In collaboration with the campus Recruitment Director, staff compiled a list of all high school career counselors/specialists in the greater Puget Sound region. Each quarter, staff create a brief newsletter with program information and an offer for a campus visit, campus tour, or additional resources if requested. This newsletter is used to share program information, recent trends, and other news that will aid students in their career search.

Recruitment Travel Kit

Bellevue College table cloth and sash
Bellevue College Health Sciences, Education & Wellness Institute banner

Promotional materials

- Pencils/pens stickers donated by College offices
- Accordion file
- Bellevue College forms
- Quarterly Schedule
- Physical Application Form
- Instructions for online application
- Individual program flyers
- General Bellevue College Health Sciences, Education & Wellness Institute brochure
- State Community College program listings (for referrals)
- Career resources
- Sea King County WDC Health Science Career Ladder (Flyer)
- Youth Career Exploration Resources (flyer)
- Laptop computer
- Site-specific presentations
- Easy access to inline educational or industry information
- Electronic Program resources for distribution
- USB drive

E-newsletter contents:

- Updates on programs and trends
- Offer a class visit or campus tour
- Direction to other career resources
- College logo
- College Affirmation of Inclusion
- Department of Labor disclaimer

Large Outreach Event

Outreach efforts include an annual large-scale outreach event specifically focused on youth. For high school students, visiting the college campus is a great opportunity to imagine themselves as a college student.



In order to ensure we achieve our goals of reaching diverse student populations and working closely with partner organizations in the region and beyond, planning and preparing is essential. In order to do this we divided our priorities over our three large events.

Year 1: Medium-size, on-campus event for high school students.

Year 2: Small-scale, on campus event for at-risk youth enrolled in Career Education Options (CEO) program.

Year 3: Large, off-campus event hosted by the Pierce County Health Careers Council (rural).

Through these diverse outreach events, Bellevue College expands its reach beyond local high school students to include rural regions and at-risk populations. Planning and preparation for these events includes months of planning with various partners and committees. Detailed tasks lists and meticulous program coordination is necessary to plan a successful event. A detailed Event Planning Checklist is provided in Appendix 1. You will also find a sample event agenda from one of our events in Appendix 2.

During one event, staff hired a live “blogger” to document the activities and discussions of the day. Student attendees were directed to this blog during and after the event to get more information regarding topics covered during the event. Students were surveyed through a link on this blog and results of the survey were posted to the blog. Post-event, pictures were posted as well and students were eager to view the event pictures and post their own observations and comments.

Some people may be uncomfortable working with youth. It is best for someone who is comfortable relating with youth to be involved in youth outreach. However, don't worry! Youth are respectful and attentive to guest speakers and appreciate the opportunity to learn more about career options.

**Web 2.0
Tactic!**

High School Classroom Visits

One effective way of reaching youth is by visiting a high school to share programs information and career options directly to students. Many schools will allow a visitor to set-up a booth in the school common area or cafeteria. Students are then invited to approach visitors if they have questions or want more information. Although this is often the easiest type of visit to arrange, our experience has shown that this passive approach is not the best use of recruitment resources.

A more effective approach is to connect with high school educators who are working with students already interested in healthcare careers. Visiting an anatomy or sports medicine class allows college staff to meet with students who may be more interested in hearing the information, more likely to ask questions, and more engaged in a presentation. Through the quarterly newsletter, many high school educational partners requested a class visit. This invitation confirms an interest in our specific area of expertise and increases the change of a receptive audience.

Campus visit Check-list

Inform area high schools of availability for campus tour and arrange a visit.

Details to consider:

- Date, time, # of and demographics of participant population
- Arrange items on agenda with campus department offices
- Items on agenda should match desire of visiting group
- Send draft agenda to visiting agency for approval
- Contact information
- Meeting location
- Parking instructions/parking pass
- Materials including, but not limited to:
 - Student Information Cards
 - Program Materials
 - Visual aids when applicable
- Creation of presentation
- Confirm date, time, and number of participants (2-days prior to event)
- Post-event follow-up
- Say “Thank-you” for visiting
- Suggest another visit in the future
- Create brief summary of event
- Report number of people reached
- Overall outcome/observations/lessons learned

Sample Outreach Schedule:

Fall 2010 Outreach Summary		
DATE	EVENT	Participants
10/12/2010	Snohomish HS- Career Fair	300
10/18/2010	Pierce County Health Fair	825
10/19/2010	Rural Health Educators Forum	35
10/26/2010	Mt Si Class Visit	30
11/3/2010	Seattle Children's Hospital	30
11/4/2010	Port Angeles HS- Career Fair	300
11/9/2010	Shorewood HS- Class Visit	100
11/10/2010	Auburn Mt View HS- Class Visit	150
11/17/2010	Hazen HS- Class Visit	100
	TOTAL:	1870

Campus Visits and Class Shadowing

One of the most effective ways of reaching youth is by inviting them onto the college campus. During this visit, a variety of planned activities can help meet the students' desire to see the campus and learn about programs. High school educators are eager to take their students out of the classroom and explore a campus setting.

Bellevue College found that in-class shadowing is a rewarding experience for prospective students and current students, yet challenging for the college. The challenges surround resource allocation. We learned that given limited laboratory times for current students, faculty and staff are restricted in their ability to allow groups of guests into their lab setting.

As an alternative, campus visits are arranged to include time in the classrooms or laboratories where students have the opportunity to interact with each other, hear from current students, and receive a mini-lecture or demonstration by faculty. Recently a group of 20 students visited Bellevue College's campus with a particular interest in the allied health career field. The agenda from this campus visit is included in Appendix 3.

Lessons Learned

Each educational institution, geographic region, and demographic population will be unique in its responsiveness to outreach efforts. These tips may prove helpful in efforts to recruit students into programs and to increase interest in particular industry areas of specialty.

Identify Recruitment Champions

Recruitment specialists may find themselves “spinning their wheels” as they seek to increase recruitment across campus, especially if departments are not supportive of efforts or if they are not helpful in providing the information needed. Therefore, it is important early on to identify the “champions” or “stakeholders” within a department who care about recruitment or whose responsibilities include recruitment. If this internal partnership can be formed, recruitment initiatives will benefit.

Update Program Information

Especially at a community college, where programs are nimble and adjusted frequently to meet the needs of the industry and students, it is important to verify program details frequently. There are several ways to ensure accurate and up-to-date information is being shared with prospective students.

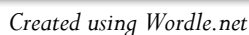
- Attend departmental planning meetings
- E-mail program chairs or directors:
 - ◆ Any changes to your programs? If so, are they reflected on the web?
 - ◆ Do you anticipate any changes in the next 6 months?
- Mark calendar monthly to research all changes in programs

Involve Current Students or Professionals

It is unlikely that your educational institution will have a trained Registered Nurse (RN) working as a Recruitment Specialist. However the power of the experienced medical professional in recruiting future professionals is remarkable. Whenever the opportunity arises, ask current or previous students if they would like to volunteer and commit a few hours to sharing about their educational path and their anticipated career pathway.

An example of a highly successful outreach event for current and prospective students occurred when Bellevue College organized a nursing student panel as part of a campus visit. Current students were invited to share their knowledge with prospective students during a one-hour period. The first ½ hour was spent in the lab. Each current nursing student was located at the bedside of a simulated patient. When the guest group arrived, they were divided among the volunteers and were given an explanation of the laboratory and a demonstration of several basic nursing skills. The second ½ hour was in the attached lecture classroom, and the student volunteers stood in the front of the class and answered questions posed by the visiting students regarding preparatory work for nursing school, application requirements, academic demands, and experiences in the clinical setting. This experience proved to be valuable for the guests as well as for our current-nursing students.

Bellevue College's retention goal demands a strategic approach to student success through tutoring services, organized study groups, and participation with faculty on early alert for students at risk of failing. Staff also provides participants with any other services within their scope, for example referrals to financial assistance and community service agencies, and career awareness in order to create a positive and successful experience for program participants.



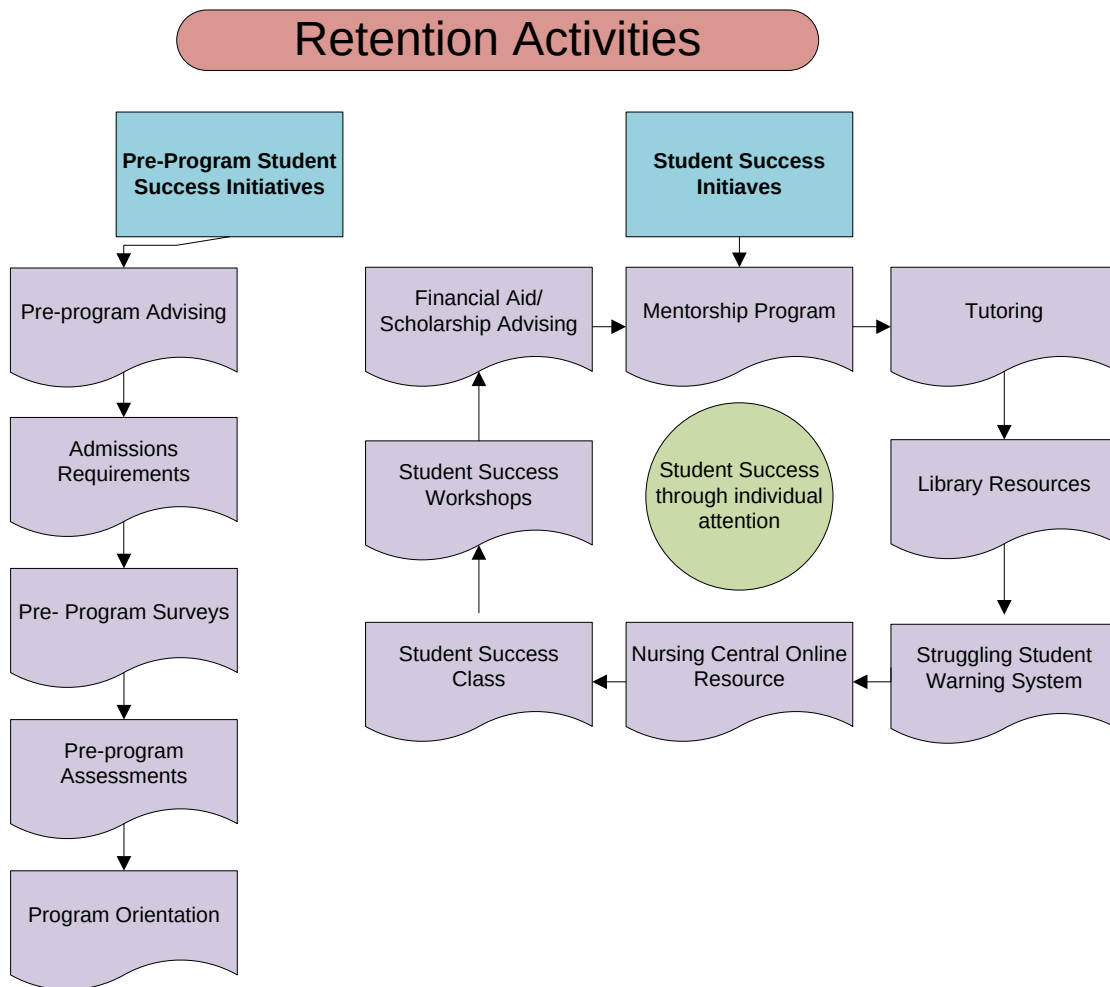
In order to meet our student retention and program completion goals, staff remain in close contact with students currently in programs to encourage and support their academic success and eventual completion.

Early in the project, Bellevue College recognized that the challenging Associate Degree Nursing program provides key retention challenges. A planning process commenced, and an internal stakeholder group was formed to develop a strategic plan that would increase overall program retention. The plan was created with input from nursing faculty, student interviews, and other nursing programs as well as webinars and peer reviewed literature. This plan served as the basis for moving forward in all retention activities. Many of the ideas below were hatched from this internal stakeholder group.

Retention Activities

Student success is a top priority at many institutions. Although there is not a scientific formula to ensure 100% completion and student satisfaction, there are proven strategies that contribute to the success of a program. Defining strategies that work is a process of modifying, improving, evaluating, and adjusting initiatives to find the correct combination for an individual institution.

The majority of initiatives included in this report were designed for and implemented in the Associate Degree Nursing program at Bellevue College.



Pre-Program Student Success Initiatives

Pre-program Advising

The first opportunity to ensure student success in challenging academic programs is to make available pre-program advising. This happens at Bellevue College in a variety of settings. Most common is through information sessions (group advising sessions) and through individual program advising meetings offered by the institution's departmental advisors.

Admissions Requirements

To ensure potential students enter the nursing program prepared for the rigors of nursing school, students must complete necessary prerequisites and take the TEAS Exam. This is a multiple-choice assessment of basic academic knowledge in reading, mathematics, science and English and language usage. Nurse educators believe that the objectives assessed are the most appropriate and relevant to measure entry-level skills and abilities of applicants. This, along with other admissions requirements, ensures that admitted students are more likely to be prepared and therefore retained for the duration of the program.

Program Surveys and Assessments

Upon entry to the program, students are given several surveys and assessments that help guide and direct faculty in their teaching styles and that help to address student expectations or misconceptions of the programs. Through a pre-program survey, grant staff gathers information from entering students regarding their expectations of the program and their own anticipated performance. This information is reported to faculty and used to adjust courses to accommodate students and to address any potential issues that arise from survey results.

Additionally, upon entering the nursing program, students also take a learning style inventory and a communication style inventory. The results of these inventory tools are reported to faculty and used to get to know students and to adjust courses to accommodate students.

The CLEI (College Learning Effectiveness Inventory) developed by K-state Comprehensive Assessment Tools is also administered to all new students and results are given to faculty and staff for review. The CLEI is an instrument designed to measure and assess personal factors such as individual attitudes, behaviors, and dispositions that may impact student learning success. A case study performed at a 4-year university indicates significant relationships between the CLEI scales and academic performance. (<http://www.k-cat.org/tools/clei.html>) If results are extremely low for a particular student, it could be an indicator to their instructor that the student may struggle (Kim, Newton, Downey & Benton, 2010).

Program Orientation Sessions

Program-Led Orientation. When a new cohort begins the nursing program, an extensive orientation session is held by program faculty. Research shows that a thorough program orientation is a contributor to social integration and fosters a commitment to the institution and therefore to success for new students (Lehning, 2008). During the orientation session, students' questions and concerns are answered and addressed, and students are given the opportunity to get to know faculty and each other better.

Student-Led Orientation: "On the Right Foot". The Bellevue College Nursing Student Association has initiated a student led orientation session for new nursing students. The association believes that while a faculty-led orientation session is helpful and necessary, it is also valuable for students to get suggestions and tips from fellow students. The students provide peer-to-peer advice and suggestions to incoming students, including strategies for academic success and in the career field. Student-led activities and initiatives are highly effective and should be encouraged and supported whenever possible.

Student Success Initiatives

Student Success through Individual Attention

One method toward student success is placing a high level of importance on the personal relationships in a program between students, faculty and staff. At Bellevue, the role of “navigator” allows for additional capacity to invest in building these relationships. Close relationships with faculty and staff, as well as involvement in university-sponsored co-curricular activities, has a positive impact on student development and success.

Personal relationships are difficult to prescribe and not quantifiable; however it is evident that student success greatly increases when students feel a closer relationship with their instructors and college staff (Gardner, 2005). Therefore, increasing opportunities to build these relationships is well worth the effort.

Keep in touch with your students!

- ✓ Meet individually with student to discuss challenges
- ✓ Keep notes of correspondence with student
- ✓ Report back to program faculty and staff regarding student progress
- ✓ Follow-up with student two weeks after initial meeting

Student Success Workshops

College staff collaborate with other student programs offices on campus to provide additional support services to encourage retention and general student success and well-being. Existing sessions designed for the general population of students and can serve health science students. Other sessions are created for and offered to nursing students only.

Examples of workshops include: Financial Aid Workshops, Study Skills Workshops, Time Management, Test Taking Strategies, Learning Strategies for Nursing Students, Optimizing your Study Time, Online Assistance on Special Projects, and Resume Workshops.

Nursing Student Success Class

Upon development of the series of student success workshops, the nursing program observed that students who participated in workshops generally were more successful in the program. Using the model provided by student nursing success courses at other colleges, Bellevue College designed a course called “Nursing Student Success.” Staff created and launched the curriculum for new nursing students seeking additional enrichment outside of the typical classroom or clinical setting. Nursing students are encouraged to enroll in this class, where they receive additional support services through weekly meetings, lectures and group activities. The overview of the curriculum developed for this course can be found in Appendix 4. Upon review of course evaluations, it is clear that this effort is not only successful in helping students successfully complete their first quarter in the program, but students also feel more satisfied with the program and more prepared for future quarters.

Mentorship Program

Program staff developed a peer-to-peer mentorship program in an effort to increase student connectivity and support. Mentorship programs have a proven effect on student participation, integration, and success (Sorrentino, 2006). Program staff matches new students with advanced students who have similar backgrounds. Monthly or quarterly meetings are held for students and faculty to join together for fun activities and opportunities to share program knowledge. Many students exchange contact information and remain in contact weekly or monthly (or as often as they wish) to ask questions, seek advice, or just spend time getting to know each other. Students report that this program has been beneficial, especially during their first year.

Financial Aid Information Services and Scholarship Guidance

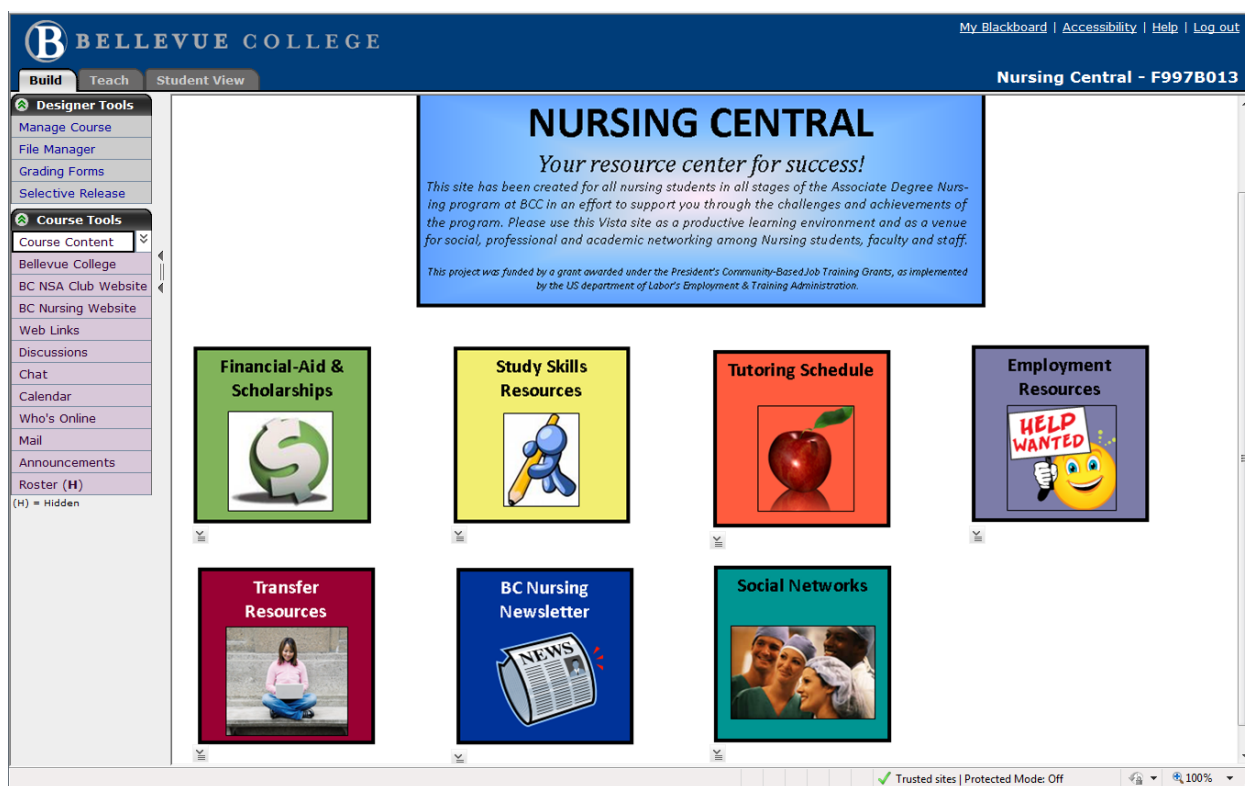
Student attrition happens for many reasons. In a tightening economic climate it is more important than ever to provide regular information about financial opportunities that are available to support students and keep them enrolled in their programs. Program staff works with the campus Financial Aid and Scholarships Office to provide students with regular updates regarding current financial aid applications and deadlines, and shares information regarding scholarships available to students. One of the objectives of this department is to “connect students to

community and campus resources that will increase their chances of staying in school to completion of their degrees or certificates.” This objective is a clear statement of the college’s commitment to student success.

Nursing Central Online Resource

College staff designed an online workspace that is used to share information with nursing students regarding reference materials and additional assistance, and to increase involvement in the program. Using Bellevue College’s online class management system, staff created a portal of resources where students in separate cohorts can create an online community and get support from one another. This Web 2.0 tactic allows for the exchange of information as well as interaction to occur between students, faculty and staff. Through this free online resource, students are able to participate in discussions, participate in online tutoring sessions, find academic links related to course of study, find scholarship and financial aid information, find program related announcements, and verify tutoring and study group schedules.

**Web 2.0
Tactic!**



Screenshot of Nursing Central

Tutoring

In our observations, students who receive content-specific tutoring have benefitted from the additional support and have excelled. Many students in the typical classroom setting may require attention outside of the classroom. Due to the specificity of nursing content, faculty organizes and facilitates tutoring sessions. In some instances, students require assistance due to the fact that English is their second language. We made available a tutor who works especially with second language learners and is also a nurse.

We found utilization of tutoring to be most effective when tutors are hired and scheduled based on the expressed need of program faculty and students. Each quarter, tutoring efforts are reviewed and evaluated for effectiveness in order to make a plan for the following quarter.

Struggling Student Warning System

If a student is struggling, program staff immediately schedules an advisory meeting with the student to discuss challenges and suggest resources. Students may be referred to campus resources for a learning disability assessment, financial aid guidance, personal counseling, career guidance, or tutoring. Additionally, a student may be referred to the “navigator,” to receive additional support as they seek improvement.

In addition to advisory meetings and referrals to campus services, Bellevue College nursing faculty has developed a strategy to catch struggling students and help them improve. When a student achieves a poor grade on any examination and/or has a cumulative course average of less than 78%, an Academic Performance Improvement Plan is initiated. This written plan is discussed during a meeting between the student and course coordinator/instructor. This plan alerts the student that their academic performance must improve to be successful in the course. There is a similar plan created for students whose behavior in the clinical setting is below satisfactory. This plan alerts the student that their clinical performance must improve to be successful in the course. Both the Academic Performance Improvement Plan and the Clinical Performance Improvement Plan are designed to catch a student before they fail, giving them the opportunity to improve and stay in the program.

Library Resources

Campus librarians have worked closely with program staff to ensure that students have access to all resources that could contribute to student success. It is critical that several copies of all program course materials be available in the college library for check-out and on reserve for students who are unable to purchase the books. For future nursing students, the library provides materials to help students prepare for the TEAS test evaluated in the admissions process. The intent of providing these materials is to prepare students with stronger scores for their application for program admission therefore increasing the preparedness and success of program students. Each quarter, the library offers orientations to nursing students to show them the material and electronic resources available to them throughout the program. A “fact sheet” is shared with nursing students describing where they can get nursing specific information in the library.

Lessons Learned

Work with Faculty

Collaboration between faculty and staff should always be the goal in any initiative for student success. Faculty members maintain the closest and most regular contact with students and should be engaged in all retention efforts. With the support of other campus programs and resources, faculty and program staff members have the ability to provide a strong safety-net around struggling students that will increase student retention rates, overall program satisfaction rates, and completion rates.

Evaluation

In any project or initiative, it is important to take the time to determine if efforts are working. Program faculty and staff keep record of student participant information for determining outcomes and tracking the overall success of participants. Additionally, Bellevue College has various other methods of tracking student success and satisfaction upon graduation.

During the course of this grant, we identified a need for a quantifiable system to use in evaluating retention efforts. In order to resolve this challenge going forward, we have created a plan that measures and tracks multiple student success indicators, and will then allow for regular data downloads to be viewed in order to evaluate program efforts.

Conclusion

Over the course of the grant period, Bellevue College had the necessary additional capacity to plan and initiate programs directed at recruitment and retention efforts in the allied health field. Many of these efforts have been consolidated by college programs and departments, and will continue to perform after the grant has closed.

The question of sustainability should be addressed from the beginning and included in the planning process. Questions to address early might include:

- How will this effort be sustained after this particular funding stream is exhausted?
- Who will maintain and develop this work once grant positions are no longer funded?
- What evidence-based measures can be captured to provide a basis that will allow the institution to sustain recruitment and retention efforts?

The overarching challenge of grant staff is to develop and implement demonstrably effective initiatives that can be sustained in order to sustain valuable work and to continue to improve recruitment and retention rates.

Hopefully the purpose of this document has been achieved, by providing other schools and agencies with examples of initiatives that can improve recruitment and retention.

We are pleased to share that retention rates in grant-supported programs have improved and interest in allied health professions has increased. The recruitment and retention initiatives ensure that potential learners are aware of new and existing allied health programs and career options, and that students enrolled in existing programs have the resources available to ensure success.

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Appendices

Appendix 1- Event Planning Check-List

Event Name: _____

Event Date: _____

Location: _____

Task	Role	Timeline	Completed? Y/N	Notes
Find Partner Organization		6-8 Weeks		
Set Date for Event		6-8 Weeks		
Set Dates for Planning on Calendar		6-8 Weeks		
Schedule Planning meetings		6-8 Weeks		
Put Event Description on Web		6-8 Weeks		
Registration system setup		6-8 Weeks		
Create Potential Sponsor List		6-8 Weeks		
Recruit Sponsors		6-8 Weeks		
Find Venue		4-6 Weeks		
Put venue on insurance		4-6 Weeks		
Create e-mailing list for event		4-6 Weeks		
Get speakers/facilitators		4-6 Weeks		
Identify audience/target population		4-6 Weeks		
Send out initial "save the date" e-mail		4-6 Weeks		
Registration Monitoring		3-6 Weeks		
Finalize agenda/ session content		4 weeks		
Plan for catering		4 weeks		
Order or purchase any materials or supplies		4 weeks		
Email pushes to register		3 weeks		

Finalize materials		2 weeks		
Registration Reports to partners		2 weeks		
Shipping Materials/and supplies		2 weeks		
Materials Printing and assembly		2 weeks		
Set up event wiki		2 week		
Assembly any materials or supplies to bring to event		1 week		
Last minute checks of registration list		1 week		
Confirm logistics (parking, service entrance for caterers, handicap access, local copy shop; coffee etc.)		1 week		
Reminder/Logistics email for attendees		1 week		
Confirm with caterers and adjust order		2 days prior		
Email FINAL Reg list to partners		2 days prior		
Put notes into the event wiki		During the event		
Send out Post Event email #1		1 week post		
Evaluation compilations		1 week post		
Thank You notes to partners and sponsors		1 week post		
Update website with post event info		1 week post		
Send out post event email #2		2 weeks post		
Pay Invoices		2+ weeks post		

Appendix 2- Sample Event Agenda

Time	Event	Details	Who	
11:30	Volunteers and staff arrive	prep events/ tables/ info & name tag booth		
12:05	Speakers & A/V people	put up signs/ parking Mic check & Equipment Prep		
12:15	Booth Staff Arrive for Set-Up	tables in order/ outlets/ electricity/ signage		
1:00	Guest Speakers Gather in N201			
1:25	Check-in Table Raffle Tickets			
1:30	Welcoming & Introduction	Introductions, Agenda, explain raffle		
1:35	Med IT "Spotlight on the industry" Microsoft Future Vision Video			
1:40	Icebreaker			
1:45	Personal Story (Imaging Aide) <i>Raffle</i>			
1:55	Personal Story (EMT) <i>Raffle</i>			
2:05	Personal Story (CAN) <i>Raffle</i>			
2:15	Group Competition			
2:20	Instructions			
2:30-3:00	Concurrent Session I	Fire Science/EMT (N201)	Imaging Sciences/Aide (Room #2)	Nursing/CAN (Room #3)
3:10-3:40	Concurrent Session II	Fire Science/EMT (N201)	Imaging Sciences/Aide (Room #2)	Nursing/CAN (Room #3)
3:50	Group Gathering Raffle prizes Final words			
3:59	Serve food			
4:00	Event End			
	Clean-Up, break-down & Set up for next events			

Appendix 3- Campus visit agenda

Template



Bellevue College Campus Visit

AGENDA

10:00	Gather for “Welcome”
10:15	Health Sciences “Educational Options in Health Sciences at BC”
10:45	Campus Tour (Meet in Student Programs)
11:30	Lunch Break (Cafeteria)
12-1PM	Nursing Lab Visit and Simulation Group 1: Simulated Patient Demonstration Group 2: Q&A in Skills Lab with Nursing Students
1:00	Science and Math Institute
1:30	Imaging and Radiation Sciences
2:00	Gather and leave campus

Thank you for visiting the
Health Science, Education & Wellness Institute



Appendix 4- Student Success Course Overview

**BELLEVUE COLLEGE
ASSOCIATE DEGREE NURSING PROGRAM
BELLEVUE WASHINGTON
NURSING STUDENT SUCCESS CLASS**

COURSE OVERVIEW

Beginning nursing school is both an exciting and challenging journey. Learning and developing skills that will enhance the experience of nursing school is vital. These skills will also be valuable as one transitions into the career of nursing following graduation. Research has shown that students with strong study skills and test taking strategies succeed. This course will explore time management skills, how to manage stress, critical thinking strategies, test taking skills, effective communication, nursing process, preparing for the clinical experience, and dimensional analysis. Valuable skills to manage a combined workload or school along with other factors students have in their lives will only support a positive experience and lead to a successful outcome. Through class discussion boards, in class discussion, group work, and reflection, knowledge will be shared and expanded.

COURSE COMPETENCIES

1. Discuss strategies to improve time management skills
2. Identify interventions to manage stress
3. Identify and develop critical thinking and analytical skills
4. Identify strategies to increase reading comprehension
5. Explore ways to improve studying skills
6. Discuss note taking techniques
7. Identify strategies for improvement on test performance
8. Discuss techniques for effective communication in a diverse community.
9. Identify campus resources to support student success.
10. Reinforce utilization of the nursing process
11. Increase knowledge of practice with medication calculations
12. Discuss strategies for an effective clinical experience.

RECOMMENDED TEXTBOOKS & ARTICLES

1. Katz, J. R., Carter, C., Bishop, J., & Kravits, S.L. (2009). Keys to nursing success. 3rd Edition. Upper Saddle River: Prentice Hall.
 - a. Text will be available to check out/loan
2. Articles: Will be posted via Blackboard

RECOMMEND TEXTBOOKS

Nursing Student Success Made Incredibly Easy! by [Springhouse](#) (Editor), [Lippincott Williams & Wilkins](#) ISBN-13: 9781582553696 (Cost: \$38.65 through Amazon.com)

COURSE SCHEDULE/GRADING

- Nursing 099 is a one credit pass/fail class. Nursing 099 will meet once every two weeks for two hours on Wednesday afternoon. The first class will meet for three hours. The remainder of the classes will meet for 50 minutes.

COURSE OUTLINE

Week of QTR	DATE	UNIT/TOPIC	ASSIGNMENT DUE FOR CLASS
1	1/5	Module 1 – Discovering Nursing • Skills you have to help you succeed • Skills needing to develop • What to expect in nursing school • Time management	

2	1/12	• Coping with Stress Module 2 Reading and Studying • Understanding what you read • Strategies for reading nursing texts • Study groups • Note Taking	
3	1/12	Module 3 Test Taking • Improving test performance • Strategies for improved test taking skills	
4	1/26	Module 3 Test Taking • Improving test performance • Strategies for improved test taking skills	
5	1/26	Module 4 Communication in a Diverse World • What is cultural competence • Strategies for effective communication	
6	1/26	Module 5 Campus Resources • Explore Campus Resources for Students	To be announced (TBA)
7	2/9	Module 6 Nursing Process Development • Reinforce utilization of the nursing process	
8	2/9	Module 7 Clinical Preparation • Skills building	
9	2/23	Module 8 Critical Thinking • Improving analytical skills	
10	2/23	Improving critical thinking skills Module 9 Dimensional Analysis Increase knowledge of practice with medication calculations	
11	TBD	Issues/Questions/Evaluations	